



DEPARTMENT OF PUBLIC INSTRUCTION

HIGHER SECONDARY CURRICULUM

Standard VIII



CR-09

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PREFACE.

SOON after the re-organisation of States, Government in their order No. Plng. (Edn.) 651-70-AD 5-56-2, dated 21st December 1956, appointed a Committee called 'The Educational Integration Advisory Committee' to advise Government on steps to be taken to evolve a common pattern of Education for the New Mysore State at all levels.

This Committee decided on a 7-year Primary (Basic) Education and a 4-year Higher Secondary Education, to be followed in the New State of Mysore.

A Curriculum Committee was then appointed to formulate the outlines of the Higher Secondary School Course in accordance with the recommendations of the Educational Integration Advisory Committee and various syllabus Sub-Committees were also appointed to draw up detailed syllabuses for the subjects in the Higher Secondary Schools.

The draft Curriculum prepared by the above Sub-Committees was published with a view to eliciting opinions, criticisms and constructive suggestions from the Educationists and others interested in education.

HIGHER SECONDARY CURRICULUM

SCHEME OF STUDIES

STANDARD VIII

| <i>Subject</i> | | <i>No. of hours per week. Hrs. Mints.</i> | |
|----------------|--|---|----|
| I | *[Regional language x1 or mother-tongue x2] or composite course of Regional language and mother-tongue or composite course of regional language and classical languages x3 or composite course of mother-tongue and classical language ... | 4 | 30 |
| II | English ... | 4 | 30 |
| III | Hindi x6 ... | 2 | 15 |
| IV | Social Studies ... | 3 | 00 |
| V | General Science and General Mathematics ... | 6 | 00 |
| VI | A craft x4 ... | 3 | 00 |
| VII | Physical Education, School broadcasts and other activities ... | 3 | 45 |
| VIII | Music, Dance or Drawing and Painting ... | 1 | 30 |
| Total ... | | 28 | 30 |

Note.—x1 Kannada.

x2 Language other than Kannada.

x3 Sanskrit or Arabic or Persian or Prakrit.

x4 One or more crafts may be studied all depending on the provision in the school.

x5 Manual labour and Social service may be organised as extra-curricular activities.

x6 In the case of students having Hindi as mother-tongue, provision should be made for studying Kannada instead of compulsory Hindi as under (3) above.

* This Language Scheme provides for full freedom to study the Regional language or mother-tongue either in a complete course or as a composite course with Regional or Classical language in the latter case and classical language in the former.

The minimum total allotment in time among the various subjects and activities is shown above. The periods may be of 45 minutes' duration or of 40 minutes' duration, the choice in this regard and in regard to the duration of the interval being left to the schools.

SYLLABI IN VARIOUS SUBJECTS.

1 Languages.

(i) Kannada.

Tuition :—6 periods of 45 minutes each.

Two papers :—I Texts, 2 hours, Maximum 60.

II Grammar and Composition, 1½ hours,
Maximum 40.

I Paper—Poetry :—(Tuition: 2 hours).

(a) 200 lines of Mid. Kannada Poetry (ಪಟ್ಟದಿ, ತ್ರಿಪದಿ, ಭಕ್ತಿ, ನೀತಿಗಳ, ಶತಕ, ಸಾಂಗತ್ಯ).

200 lines of Modern Kannada, representing all the integrated areas.

(b) Mod. Kannada poetry, 50 lines.

100 lines to be memorised.

Prose :—(1) Detailed: Selections from Mod. Kannada Prose literature—100 pages. 1 period.

(The selections to include stories from Mythology, Adventure, History, etc., excluding serious types such as essay, etc.)

II Paper :—Non-detailed Prose (Tuition: 1 period).

(A continuous story of adventure, novel, etc.)
Questions for composition based on the text.

2. Precis writing, expansion, dialogue, drafting applications and letters; General Composition (Tuition: 1 period).

3. Grammar of Mod. Kannada (Tuition: 1 period).

(a) ಅಕ್ಷರಗಳು :—ಸ್ವರ, ವ್ಯಂಜನ, ವರ್ಗೀಯ, ಅವರ್ಗೀಯ, ಅಲ್ಪ ಪ್ರಾಣ, ಮಹಾಪ್ರಾಣ, ಅನುನಾಸಿಕ, ಯೋಗವಾಹ.

ಸಂಧಿ.—ಕನ್ನಡ ಸಂಧಿಗಳು : ರೋಪ, ಆಗಮ, ಆದೇಶ, ಸಂಸ್ಕೃತ ಸ್ವರ ಸಂಧಿಗಳು, ಸವರ್ಣದೀರ್ಘ, ಗುಣ, ವೃದ್ಧಿ.

ನಾಮಪದ.—ಪ್ರಕೃತಿ, ಪ್ರತ್ಯಯ, ಲಿಂಗ, ವಚನ, ವಿಭಕ್ತಿ, ಗುಣವಾಚಕ, ಸಂಖ್ಯಾ, ಪರಿವಾಣವಾಚಕಗಳು, ಸರ್ವನಾಮ.

Kannada for Composite Courses.

COURSE A.

- | | |
|---|---|
| 1. (a) Mother-tongue + Classical Language. | } Tuition: 4 periods of Kannada per week. |
| (b) Mother-tongue + Regional Language. | |
| (c) Regional Language + Classical Language. | |

One paper of 2½ hours. Maximum 100.

The same text-books in Poetry and Detailed Prose as have been prescribed for the Regional Language Course in Standard VIII. 2 periods for Poetry, 1 for Detailed Prose and 1 for General Composition in each class per week. 2/3 of the Composite Question Paper reserved for Kannada.

COURSE B.

Kannada for 2 periods.

2. The same Non-detailed text-book prescribed for the Standard VIII in the Regional Language Course. 1/3 of the Composite Question Paper reserved for Kannada.

Kannada instead of Compulsory Hindi for students having Hindi as their mother-tongue.

Provisional syllabus in Kannada for pupils taking Hindi as mother-tongue until Kannada is introduced in the VI Standard for such students.

Tuition: 3 periods per week in each class.

Learning the Kannada alphabet, writing, reading, conversation. Primers like No. 1 prepared by the Adult Literacy Council (Mysore) may be used with Primer No. 2 for further reading. Oral examination, reading and dictation.

(ii) Telugu.

I Telugu as Mother-tongue Objective.—To make the pupils understand simple Poetry and Prose and to express themselves in simple idiomatic Telugu : to introduce the pupils to the Study of Telugu literature with a view to appreciate the language and express themselves in good idiomatic Telugu.

PROSE.

The topics in prose may include the following :—

- 1 Biographies of historical and scientific personages.
- 2 Lives of Poets.
- 3 Description of places of historical interest.
- 4 An account of National Festivities.
- 5 Stories of heroes and heroines with Indian background.
- 6 Scenes and stories of other lands.
- 7 Scientific topics.
- 8 Sanitation and Health.
- 9 Selections from standard authors.
- 10 An account of visits and journeys.

The lessons may include dialogues, letters, essays and stories, for variety and interest.

Selections in poetry to be from old, mediæval and modern authors of repute. Grammar will be of a functional type instead of being formal.

There will be two papers in each class carrying 100 marks each, the first paper comprising questions on detailed texts, poetry, prose and grammar; grammar to be allotted 20 per cent of the total marks. The second paper will comprise of Composition, one question on a prescribed non-detailed text and another on general subjects giving wide choice for students to answer. The third question to be on comprehension of a story poem of about 25 lines.

Mother-tongue, Time allotted 4½ hours or 6 periods of 45 mts. each per week.

Distribution of periods to be as follows :—

Poetry: 2

Prose: 2

Grammar: 1

Composition and Comprehension: 1

Portions :

Poetry.—About 300 lines of poetry to be prescribed from old, mediæval and modern poets of repute. About hundred lines of poetry to be prescribed for memorisation.

Prose.—About 100 pages of modern prose.

(i) *Grammar*.—Elementary grammar portions taught in previous classes to be revised.

(క్రియాస్వరూపము, శబ్దలక్షణము)

(Kriyaswaroopamu) and (Shabdalakshanamu) and parsing.

(ii) *Sandhi*.—Telugu Sandhulu. Akara, Ikara, Ukara, Gasadavadesa Sandhi

(తెలుగు సంధులు అకార, ఇకార, ఉకార,
ఈ స ఉ వ వా వై వే సంధులు)

(iii) *Sanskrita Sandhulu*.—
Savarna Deergha, Guna Sandhis.

(సంస్కృత సంధులు, సవర్ణదీర్ఘ సంధు,
గుణ సంధులు)

(iv) *Samasamulu*.—Karmadharaya, Dvandwa

(కర్మధారయము, ద్వంద్వము)

Second Paper.—A non-detailed text containing about 100 pages for rapid reading to be prescribed.

A. General Composition.—On topics of varied interests, a question on comprehension of the nature of a story poem of about 25 lines

Telugu for composite course.

Mother-tongue: 4 periods.

There will be one paper of 100 marks on the prescribed portions for detailed study in poetry, prose, applied grammar and composition, based on the prescribed non-detailed text and general topics. Grammar will have 10 per cent of the total marks.

The allotment of periods.—Poetry: 2, Prose: 1, non-detailed text and composition: 1. Total 4. Applied grammar to be taught while teaching detailed poetry and prose.

Poetry.—About 250 lines of poetry from old, mediæval and modern poets of repute; about 75 lines to be prescribed for memorization.

Prose.—About 75 pages of modern prose. Grammar to be taught, keeping in view the peculiarities of Telugu usage and derivations. The verbal form, sentence structure, sandhi and samasamu to be taught in general.

A non-detailed text of about 100 pages to be prescribed for rapid reading.

Course B.—Mother-tongue: 2 periods.

There will be one paper of 100 marks on prescribed portions in Poetry, Prose, and a non-detailed text-book and General Composition. Questions on Poetry to be framed so as to examine the candidates' ability in comprehension.

(ప్రతి పదార్థము, తాత్పర్యము)

etc., and peculiarities of Telugu usage.

A text-book containing Poetry and Prose consisting of about 200 lines of Poetry and 100 pages of Prose to be prescribed.

(iii) Urdu.

I Syllabus in Urdu under Mother-tongue.

(a) *Detailed—Prose* 100 pp.—300 words in each page (20 lines of 15 words each) of the standard of Hali, Showkat Thanawi, Hasan Nizami, 150 pp. (for N.D.)

Poetry—350 lines—Consisting of mathnawi of the standard of Hali, descriptive poems of the standard of Ismail Meerathi and Hali, and Rubaiyat of the standard of Hali and Akbar, Qit'at of the standard of Hali.

(b) *Grammar.*—

Composition—Short essays on familiar subjects mostly descriptive based on object lessons or text-books, and letter-writing.

(c) *Non-detailed text* of about 100 pages.

(A continuous story of adventurous novel, etc.)

Urdu Composite Courses.

COURSE E.

2 Periods Urdu.

One single text-book for the 4-year course containing 300 pages of Prose of representative authors and 500 lines of Poetry of representative authors.

COURSE "A"

4 Periods of Urdu.

The syllabus will be the same as for Urdu (Mother-tongue) except in the lessening of the portions in Prose and Poetry.

| | | |
|--------------|-----|-----------|
| Detailed | ... | 80 pp. |
| Non-Detailed | ... | 100 pp. |
| Poetry | ... | 800 lines |

(iv) Persian for Composite Courses under

COURSE A.

4 Periods Persian.

Prose and Grammar to cover

اسم - اشارہ - غیر - موصول - علم - نکرہ - مفردات
حرکات ناقص - جملہ اسمیہ - جملہ فعلیہ

Text-book to be of the standard of

فردبان

I Part

Translation from Urdu to Persian of small, simple sentences.

COURSE B

Prose and Grammar to cover

اسم - اشارہ - غیر - موصول - علم - نکرہ - مفردات
حرکات ناقص - افعال - جملہ اسمیہ - جملہ فعلیہ

Text-book to be of the standard of

فردبان

(v) Arabic.

I Syllabus in Arabic (Classical Language) in the composite courses.

COURSE "A"

4 Periods Arabic.

Prose and Grammar to cover

اسماء اشارہ - ضمائر - اسماء مشتقات - افعال مجردہ
حروف جارہ - مفردات - مرکبات ناقص - جملہ اسمیہ - جملہ فعلیہ

Text-book to be of the standard of

درجات الادب

Part I, Translation from Urdu to Arabic and *vice versa*.

COURSE B

Arabic Composite Course —

Tuition: 2 periods

Prose of the standard of

Part I. درجات الادب

Covering the grammatical portion of

اسماء اشارہ - ضمائر - اسماء مشتقات - حروف جارہ
افعال مجردہ - مفردات - مرکبات ناقص - جملہ اسمیہ - جملہ فعلیہ

(vi) Samskrita.

Syllabus in Sanskrit under composite courses of Regional Language + Classical Language and mother-tongue + Classical Language in Group "A" compulsory.

COURSE A.

Sanskrit + 2 periods per week

This course is intended for those who wish to have some knowledge of Sanskrit as an aid to the study of the Regional Language or the mother-tongue.

Sanskrit Primer—

[*Note*.—(1) A Graded Primer.

(2) Devanagari Script to be used.]

COURSE B.

Sanskrita + 4 periods per week

This course is designed for those who wish to acquire sufficient knowledge of the language so as to enable them to read for themselves and enjoy works like the *Ramayana* and the *Mahabharata*. It is also intended to serve as a background to the study of Indian Culture. It further equips the student to take the 3-year Degree Course of the University.

4 Periods per week.

Prose.—About 200 lines of simple narrative prose consisting of short sentences, forming a properly graded reader.

Poetry.—About 100 lines of simple poetry of the standard of the *Ramayana*.

Grammar.—Devanagari Alphabet, Vowels and Consonants (Svara and Vyanjana). Their classification.

Vowel Sandhi.

Declension.—Vowel stems confined to general types only (Ajanta Sadharana Sabdas).

Conjugation.—Of roots of I, IV, VI and X Classes in the present tense (Parasmai Pada and Atmane Pada).

Simple rules of concord.

Translation.—Of simple sentences from Sanskrit.

N.B.—About half the number of stanzas prescribed shall be prescribed for memorisation.

(vii) Hindi

HINDI AS MOTHER-TONGUE.

Object.—The object of teaching Hindi under this group is to introduce the pupil to the study of Hindi literature and to enable him to express himself in idiomatic Hindi.

Prose —120 pages.

H. S. C.

Poetry.—500 lines including simple *dohas* of Kabir, Tulsī, Rahim and Vrinda (350 lines of modern Hindi and 150 lines of old Hindi)

Grammar.—Madhya Hindi Vyakarana by K. P. Guru.

The following portions be studied during the year :—

- 1 General knowledge of the rules of orthography, vowels and consonants their classification according to place and manner of articulation.
- 2 Sandhis. Rules and further study of swara and vyanjana sandhis, elementary idea of visarga sandhi, especially in "tatsam forms".
- 3 Parts of speech (a) detailed study of nouns, pronouns, gender, number, case and adjectives.
 - (b) Simple tenses and moods.
 - (c) Further study of vachya (kartru, karma, bhava).
 - (d) The effect of gender and number on the termination of verbs.
 - (e) study of some important auxiliary verbs (Sahayak kriya) sakna, chukna, lagna, hona, dena, jana.

4 Rhetorics—Sabdalankara and Arthalankara—some important figures of speech—Anuprasa, Upama, Rupaka and Atishayokti.

Composition : Based on text-books and general topics.

Non-detailed Study : A book containing a collection of short stories of about 100 pages.

Hindi under the Composite Courses.

COURSE A.

4 Periods of Hindi.

Detailed Syllabus.

- (i) *Prose.*—30 pages—Selected prose lessons.
- (ii) *Poetry.*—200 lines of poetry including simple *dohas* of Kabir, Tulsī, Rahim, Vrinda. [80 lines of old Hindi poetry and 120 lines of Modern Hindi poems].

Grammar.—The Grammar Syllabus to be similar to that of the course under Hindi as mother-tongue.

Composition.—May be based on the text-book taught and some general topics.

COURSE B.

2 Periods of Hindi. A text-book in ordinary type 1/8 crown size of about 120 pages containing selections of Prose and Poetry of famous modern literary writers in Hindi

(viii) Tamil.

LANGUAGE.

Mother-tongue under Tamil.

(Six periods of 45 minutes each)

Two Papers.

I Paper :—Detailed texts—Duration 2 hours.
Maximum 60 marks.

II Paper :—Grammar, Non-detailed texts and general composition—Duration 1½ hours. Maximum 40 marks.

I Paper :—(a) Poetry—Tuition 2 Periods. About 500 lines of poetry from ancient, mediæval and modern periods. 120 lines to be memorised.

(b) Detailed prose: Tuition one Period. Selection from Modern Tamil Prose—about 80 pages.

II Paper :—(a) Non-detailed Text—Tuition one period, about 100 pages—stories, novels, biographies, etc.

(b) Composition: One period Précis-writing, Expansion, dialogue and letter writing.

(c) Grammar.

(i) எழுத்து (Orthography)

உயிர், மெய், குறில், நெடில், சுட்டு, வினா எழுத்துக்கள். பிறப்பு, மாத்திரை, இனம், குற்றியலுகரம், குற்றியலிகரம், மொழி முதல் எழுத்துக்கள், மொழி இறுதி எழுத்துக்கள். பேரலி எழுத்துக்கள்.

(ii) சொல் (Etymology)

சொல்லின் இலக்கணம்—பகுபதம், பகாப்பதம், வடசொல் திசைச் சொல்—பெயர்ச் சொல்—அறுவகை—திணை, பால், எண், இடம், வேறுபாடு.

வினைச் சொல்—எச்ச வினை, முற்று வினை, வினை யால் ஆனையும் பெயர், ஏவல் வினை, வியங்கோள் வினை இடைச் சொல், உரிச் சொல்.

(iii) சொற்றொடர் (Formation of Sentences)

வாக்கிய வகைகள்—எழுவாய்—பயனிலை—செயப்

படு பொருள் எதிர்மறை, உடன்பாடு, நிறுத்தக்குறிகள்.

(iv) புணர்ச்சி (Assimilation)

இயல்பு புணர்ச்சி—விகாரப் புணர்ச்சி—உயிர் எழு—மெய்யீறு.

(v) அணி (Rhetoric)

1. உவமை
2. உருவகம்
3. தற்குறிப்பேற்றம்.

N.B.—Sufficient number of oral and written exercises in Grammar to be provided.

COMPOSITE COURSE

Tamil (Major)

(4 Periods of 45 minutes each)

One paper of 2½ hours. Maximum 100 marks.

(i) *Poetry*.—2 Periods. Same as in the case of mother-tongue (general) course.

(ii) *Detailed Prose*.—1 Period. Same as in the case of mother-tongue (general) course.

(iii) *Grammar*.—1 Period. Same as in the case of mother-tongue (general) course.

Note.—Composition exercises to be given as home-work based on the Detailed Prose.

COMPOSITE COURSE

Tamil (Minor)

(2 Periods of 45 minutes each).

Note.—Here two types of students are expected:

- (i) Those who have studied mother-tongue (Tamil up to VII Standard).
- (ii) Those who have not studied mother-tongue (Tamil) previously.

In the case of type (i) Students:—The non-detailed text prescribed for the mother-tongue course of the VIII standard to be taught.

In the case of type (ii) Students:—As they are beginners, the Tamil syllabus for the Primary I and II standards to be followed.

(ix) Marathi.

INTRODUCTORY NOTE.

The syllabus in the Mother-tongue for these standards should be a continuation of the course studied in standards VII of the Primary or Elementary Schools. At the end of the Secondary School course, the pupil will have ordinarily attained such standard of knowledge of the mother-tongue as will meet the normal needs of adult life.

Mother-tongue (Marathi)

COMPULSORY.

(Tuition 6 periods of 45 minutes each.)

Two Papers.

I Texts : 2 hours, Maximum 60 marks.

II Grammar and Composition: 1½ hours. Maximum 40 marks.

First Paper

Texts Poetry.—The pupils should read about 400 lines of both modern and mediæval poetry of which about 100 lines should be learnt by heart.

Prose.—Detailed study—The pupils are expected to read about 100 pages of prose from a book of selection of prose and poetry of nearly 200 pages. The selections should represent the different forms of literature suited to the age and linguistic ability of the pupils.

Second Paper

1 Non-detailed prose—one rapid reader of Continuous narration or a selection of short stories by one author of about 100 pages should be prescribed.

2 (a) Expansions of ideas, precis, dialogue, story-writing, letter-writing, Essays on simple themes, biography, auto-biography. 10 exercises in original creative composition should be completed during the year.

(b) Grammar should be related to correct writing wherever possible.

Grammar.—Revision of the Rules of Orthography, vowels and consonants—their classification. Detailed study of Nouns, Pronouns, Gender, Number and Cases and Adjectives, Simple Tenses and Moods—

Idioms and Proverbs—as arising out of the text.

COMPOSITE COURSE in MARATHI IN THE SCHEME OF 2 : 4.

COMPOSITE COURSE

2 periods per week.

Learning of Marathi Alphabet, etc., simple word—formation, building up of sentences, conversation relating to Class-room, the School, the Garden, the Body, etc.

(Stress should be laid on oral work and for incidental reading and writing arising out of the oral work).

Fluent reading with understanding from a suitable Primers, and Reader I used in the Primary School. Written examination with new type questions for oral examination, reading and dictation.

4 periods per week.

Text.—*Poetry*—250 lines of modern Poetry of which 100 lines to be learnt by heart.

Prose.—Detailed study 80 pages containing Selection from Modern authors.

Non-detailed Study.—A book of 60 pages being biography or a story book, etc.

Grammar.—Parts of Speech, Person, Number and Gender.

Composition.—Descriptive essays 5 in numbers.

Idioms and Proverbs as arising from the texts.
Syllabus of Composite Course of Marathi for the Marathi Boys taking the Scheme of 1 period of Marathi and 4 periods of any other Language.

Text: Selections of prose and poetry in the ratio of 3 : 1 covering 100 pages matter.

Composition.—5 Written exercises.

(X) Prakrit (Ardhamagadhi) and Pali

It is desirable to have the elementary knowledge of Sanskrit and for this purpose Sanskrit should be made compulsory for the VIII standard.

It is expected that the study of Sanskrit in the VIII standard will supply workable knowledge of Sanskrit, to help the study of Prakrit and Pali. So it is recommended that Prakrit (Ardhamagadhi) and Pali should be introduced in the IX Standard.

II. English.

ALLOTMENT OF PERIODS* FOR COMPULSORY ENGLISH.

| | | | |
|-----------------|-----|-----|-----|
| Prose | ... | ... | 2 |
| Poetry | ... | ... | 1 |
| General English | ... | ... | 1 |
| Composition | ... | ... | 1 } |
| Non-detailed | ... | ... | 1 } |
| Total | | | 6 |

*Periods of 45 minutes. Adjustments to be made where 40 minutes periods are adopted.

Portions to be Studied.

Prose 75 pages, poetry 400 lines (100 for memorisation) and two books of 64 pages each for non-detailed study.

GRAMMAR AND GENERAL ENGLISH.

1. It is suggested that grammar should be taught mainly in correlation with the text and the inductive method on the concentric pattern should be used.

2. The detailed text is the pivot round which the teaching of both subject matter and grammar revolves. But it is desirable that these two aspects of language study are kept distinct. Clear understanding of the subject matter and appreciation of the ideas contained in the lesson should not be allowed to suffer by the obtrusion of elaborate grammatical drill.

3. Though the detailed text is for intensive study, the teaching need not aim at making the pupils understand and use the structural patterns of all the sentences in a lesson. The simpler patterns may be selected for study and use.

4 The emphasis in regard to grammar teaching should be more on correct usage than on nomenclature and definitions. The parts of speech should be studied in relation to their function in a sentence which is the unit of speech. Drill in fantastic sentence structure be avoided.

The following scheme of grammar teaching is suggested.—

- 1 Sentence.—Unit of speech. Subject and predicate, the eight parts of speech.
- 2 Noun.—Naming word. Common and Proper. Number and gender—simple examples.
- 3 Pronoun.—Used instead of nouns. Kinds—personal, demonstrative, interrogative, relative.
- 4 Adjective.—(Helps to noun)—used before nouns: after verbs. Kinds: degrees, articles (a, an, the)
- 5 Verb.—(Say word) Agreement with subject. Transitive and Intransitive. Active and Passive. Verbs of incomplete predication. Tenses—present, past, future.
- 6 Adverb.—(Helps to verbs) Kinds, degrees of adverbs: Simple examples.
- 7 Prepositions.—Simpler uses
- 8 Conjunction.—and, but, or, till, when, after, if, though.
- 9 Analysis.—Principal and subordinate clauses. Simple examples of adjective, noun and adverb clauses.
- 10 Simple examples in transformation of sentences :—
 - (a) Phrases to clauses and *vice versa*.
 - (b) Change of voice.
 - (c) Degrees of comparison.
 - (d) Direct and indirect speech.
 - (e) Change of one part of speech into another.

B. COMPOSITION.

- 1 Oral and written work are the integral parts of composition. Oral work should aim at Bacon's definition "Conference maketh a ready man".
- 2 A minimum of 12 written exercises a year is suggested.
- 3 As far as possible composition should be correlated with the texts prescribed.

A Scheme of composition.

I Oral Work.—

- (a) Story telling from the text.
- (b) Stories read out or told by teacher.
- (c) Dialogues—graded exercises.
- (d) Dramatisation of interesting episodes.
- (e) Interesting scenes from Shakespeare and other dramatists.
- (f) Recitation of poems.
- (g) Humorous anecdotes.
- (h) Debates.

II Written Work.—

- (a) Story from an outline. Condensing stories read
- (b) Letter-writing.
- (c) Short dialogues.
- (d) Simple essays.
- (e) Story poems.

III. Hindi.

Object.—The object of teaching Hindi as compulsory language to non-Hindi speaking pupils in the Higher Secondary Course is to enable a pupil to use Hindi with ease and confidence for ordinary purposes like conversation on common place topics, letter-writing (ordinary as well as commercial), drafting applications and invitations, reading with comprehension Hindi Newspapers, delivering and understanding lectures in Hindi. Sufficient stress will be laid on the conversational style or spoken form of Hindi in all the classes.

At the end of the Course the pupil is expected to have learnt so much Hindi as to enable him to make use of Hindi anywhere in India and to further develop a sense of All India citizenship and patriotism for his country.

It is expected that a pupil discontinuing his studies at the end of the Higher Secondary Stage will possess a good working knowledge of Hindi.

Allotment of periods.—3 periods of 45 minutes each per week in each class.

The subject matter in the text-books may include, among other topics, the following:—

- (1) Biographies of National Leaders.
- (2) Life of Children of similar age in countries other than India.
- (3) Description of natural scenes.
- (4) Description of places of historical interest.

- (5) Narration of historical deeds preferably selected from the History of India.
- (6) Introducing the life sketches of great Hindi poets like Tulsī, Kabir, Sur, Rahim, etc.
- (7) Symbols of our unity like the National Flag, etc.
- (8) Stories of Adventures and discoveries.
- (9) Stories of Sacrifice and courage.
- (10) Means of Communication.—The Railway, the Post Office, the Aeroplanes, etc.
- (11) Introducing life sketches of poets of languages, other than Hindi in Modern Hindi.
- (12) The fundamental rights of the citizens of India in very simple style.
- (13) Themes dealing with Corporate life, Community service and Co-operation.
- (14) Significance of certain dates like 15th August, 26th January, etc.
- (15) National Festivals like the Deepavali, the Dasara, etc.
- (16) Significance of development of village industries like Khaddar, Sarvodaya and Bhoodan, etc., with a stress on the dignity of labour and manual work.

The examination will comprise of questions based on the subject matter of text-book prescribed for the last year of the Higher Secondary Course. They may be of the following categories :—

1. Elucidation of Hindi Passages in Kannada or Mother-tongue of the pupil *vice-versa*.

[Note.—The mother-tongue passage set for translation should be a simple one.]

2. Eliciting answers to simple questions which will test the pupils comprehension and capacity to converse freely in Hindi.
3. Letter-writing.
4. Applied Grammar.
5. Hindi composition based on the subject-matter of the text-book prescribed, expansion of passages, precis-writing and some simple general topics.

Detailed Course of Study—Compulsory Hindi.

3 periods of 45 minutes duration each per week.

(a) *Text-book*.—A text-book of 80 pages in ordinary Type, Crown 8vo size on lines indicated in the preamble of this course, containing prose lessons and poems of about 75 lines. Preference may be given to articles of standard authors while preparing the text-book.

(b) *Non-detailed Text*.—A collection of simple One-Act Plays or short stories of about 60 pages be prescribed for non-detailed study.

(c) *Applied Grammar*:—

- (i) Knowledge of common phrases and idioms.
- (ii) Simple letter-writing.
- (iii) The following topics of Grammar may be taught functionally :—

Nouns ; Singular and Plural ; Pronouns ; Inflections of Singular and Plural Nouns and Pronouns ; Adverbs, Adjectives, Post-positions ; case endings and prepositions.

(d) *Composition*.—Oral composition, and written compositions suitable to the standard, such as describing a thing, completing a given outline of a story, pictorial composition, etc.

IV Social Studies.

Note.—The aim of social studies in these Standards is to help the pupil to become an enlightened citizen who has understood his own traditions and has re-examined them in the light of modern knowledge.

Social studies should help the pupil develop those skills which are necessary for effective participation in group and national life. They should also develop these attitudes which are basic to successful living in a democracy.

In these standards formal teaching should follow suitable activities of a graded type such as planning and carrying out local and regional surveys, organising exhibitions, observance of days, drawing and reading maps, charts, graphs, diagrams, etc., organising visit-trips, excursions to institutions and places of interest, film-shows, exhibitions, festivals, etc, and arranging interviews with persons.

Any one or more than one method as suggested below may be followed singly or in combination in accordance with the background and experience of the pupils. The following methods may be suggested :—

- (1) Unit method.
- (2) Demonstration method.
- (3) Laboratory method.
- (4) Survey method.
- (5) Observational method.
- (6) Workshop method.

- (7) Problem method.
- (8) Project method.
- (9) Discussion method.
- (10) Debates and Symposiums.
- (11) Dramatization.

In short activity-methods should predominate in the day-to-day teaching, and the school should function as a natural laboratory for a successful social democratic living.

A The individual in Society.

1 Man is a social being—Advantages of living in Society.

2 Social Institutions—Family, School, Village, Town, Nation and the World.

3 Man is a member of these institutions with expanding loyalties, rights and duties.

B Our basic needs as influenced by the Geographical and Economic Factors.

1 Our country—its position and size.

2 Physical features of India—mountains, plateaus and plains—river systems.

3 Climate, monsoons, distribution of rainfall.

How to read the temperature, rainfall direction of winds and pressure—weather charts.

4 Irrigation and its importance—with special reference to Mysore.

5 Peoples and their languages.

6 Our agricultural wealth—importance of agriculture and its improvement.

(a) Food crops—rice, wheat, millets.

(b) Commercial crops—sugarcane, jute, cotton and oil seeds.

(c) Plantation crops—rubber, tea, coffee.

(d) Forest resources.

Life of the farmers in the mountainous regions, plateau and river valley regions.

(e) Our mineral wealth—coal, iron, manganese, mica, gold, oil—life of the miners.

(f) Our Industrial Wealth—Sources of power—Production of consumers' goods—Heavy industries—

Life in industrial centres—Slum clearance.

8 Transport and Communications—National Highways, rail roads, air and water ways,—telegraph, post and wireless.

9 Trade and Commerce—Major and minor ports and their hinterlands—our position in world trade.

10 Opportunities for the employment for people in the different vocations—facilities for general, vocational and technical education.

11 Political divisions of India.

12 Places of interest in India.

C Our State—The land and the people.

1 Physical features.

2 Life of the people in the coastal belt, malnad and maidan region.

3 Main occupations of the people.

4 Transport and communication facilities in Mysore.

5 Educational and recreational facilities in our State, general and technical—Sports at District, State and National level—Sangit Natak Academy—Literary associations.

D How we are governed in the State.

1 The State Government—The composition and functions of the Cabinet, the Legislature and the Judiciary.

2 The departments of administration—The district administration.

3 Local Self-Government—Structure of the Panchayat, municipality, corporation and local boards—Their functions.

V General Science and General Mathematics

(3 hours per week divided into 4 periods of 45 minutes each.)

Unit I. *Life Studies.*—

(A) Plant Life.—

| | Periods |
|---|---------|
| (i) Plants—Types: Herbs, Shrubs and Trees with examples. Annuals, Biennials and Perennials | 2 |
| (ii) Uses of Plants as sources of food, shelter, clothing, medicines, etc. | 2 |
| (iii) Different kinds of common crops and regions and seasons favouring the growth of such plants | 2 |
| (iv) Transpiration and Conservation of Soil water | 2 |
| (v) Pulses as fixers of Nitrogen, Crop Rotation | 2 |

| | Periods |
|--|---------|
| (vi) Economic Plants : Coffee, Tea, Tobacco, Areca Nut, Coconut, Sugarcane and Obillies ... | 3 |
| (vii) Medicinal Plants ... | 1 |
| (viii) Flowering Plants—Seasonal flowering ... | 1 |
| (ix) Timber Trees useful for carving, furniture and building works ... | 2 |
| (x) Earthworm as a friend of the Farmer ... | 1 |
| (xi) The parts of a typical flowering plant and a simple account of their functions : Root, Stem, Leaf, Flower, Fruit and Seed ... | 4 |
| (xii) Flower and its parts ... | 1 |
| (xiii) Pollination : Self and Cross Pollination ... | 2 |
| (xiv) Fruit and Seed Dispersal ... | 1 |
| (B) Animal Life— | |
| (i) Animals—Classification as Vertebrates and Invertebrates with a few examples of each ... | 3 |
| (ii) Food habits and Structural adaptations of Herbivores, Carnivores, Rodents—two animals of each type ... | 3 |
| (iii) Usefulness of animals (including insects and birds), as sources of food, clothing— Draught animals and Pets ... | 7 |
| (iv) Sources of Wool, Skin, Hide and Feather ... | 2 |
| (v) Harmful Animals including insects and birds, and spread of diseases through them ... | 3 |
| (vi) Feet and Beak of birds with reference to their food habits ... | 2 |
| (vii) Animal migration—Bird banding : protec- tion of wild animals—sanctuaries—their purposes and location ... | 2 |
| (viii) Warm and Cold-blooded animals ... | 1 |
| (ix) Coverings of Animals ... | 1 |
| (x) Need for storage of food in plants—Storage organs in plants ... | 2 |
| (xi) Vegetative propagation in plants—raising of plants from leaf, root, cuttings and by layering ... | 2 |
| (xii) Living and Non-living things—distinguish- ing features of each kind. Differences between plants and animals ... | 2 |
| Unit II. The universe around us.— | |
| (i) The Sun.—its size, distance from Earth, nature, sun spots, sun as a star and seasons ... | 2 |

| | Periods |
|---|---------|
| (ii) <i>The Moon</i> .—its size, distance from Earth, nature, phases and tides ... | 2 |
| (iii) Solar and Lunar systems of Calendar ... | 1 |
| (iv) Solar and Lunar Eclipses ... | 1 |
| <i>Unit III. Nature of things.</i> — | |
| (i) Units of measurement—Simple laws of the Pendulum ... | 2 |
| Use of Balance—Density of Objects ... | 4 |
| (ii) <i>Air</i> .—The atmosphere around us. Air has weight. Air exerts pressure. Barometer syringe and common pump ... | 4 |
| Composition of air—increase in weight during burning—Use of Oxygen in combustion—Presence of oxygen and nitrogen in air ... | 2 |
| Rusting, prevention of rusting, use of paints. | |
| Active and slow combustion—Combustion in animal body. | |
| Carbon-di-oxide in air—how added and removed. ... | 2 |
| Contamination of air by industrial processes, putrefaction, breathing and burning ... | 1 |
| Water vapour in air—Evaporation—conditions favouring evaporation ... | 1 |
| Condensation of water vapour in air—mist, fog, dew, rain, snow, and hail. | |
| (iii) <i>Water</i> .—Natural sources—rain—river—spring—well—tank—and sea ... | 1 |
| <i>Impurities in drinking water</i> .—Purification—decantation—filtration—distillation ... | 2 |
| Rural and Urban water supply ... | 2 |
| <i>Properties of liquids</i> .—Pressure at a point—upward, downward, sideward. Liquids and their levels. Transmissibility of pressure—Bramah Press ... | 3 |
| <i>Solution</i> .—Saturated, unsaturated, solubility, crystallisation ... | 3 |
| <i>Mixtures</i> .—Properties of mixture—methods of separation, simple physical processes—decantation, filtration, evaporation, solution, distillation, etc. ... | 3 |
| <i>Physical and Chemical changes</i> .—Four types of simple chemical changes ... | 3 |

| | Periods |
|--|---------|
| <i>Elements and Compounds</i> ... | 1 |
| <i>Action of water on metals.—Sodium, Magnesium and Iron</i> ... | 1 |
| <i>Hydrogen.—Its preparation and properties and uses</i> ... | 2 |
| <i>Composition of water by volume</i> ... | 1 |
| <i>Oxygen.—Preparation, properties, and uses</i> ... | 2 |
| (iv) <i>Infection.—</i> | |
| <i>Ways by which Bacteria get into human body—through food, drinks, air, wounds, insect and animal bites.</i> | |
| <i>Disinfectants.—Lime, bleaching powder, boric acid, carbolic acid, chlorine, hydrogen peroxide, iodine, potassium permanganate, D.D.T., etc.—and how they are used</i> ... | 3 |
| <i>Unit IV. Energy and Work.—</i> | |
| <i>Heat.—Sources of Heat—Sun, fuel, oil, coal, electricity, friction.</i> | |
| <i>Effects of heat.—Expansion effects on solids, liquids, and gases and their practical applications</i> ... | 5 |
| <i>Thermometers.—Fixed points of a thermometer—the two scales—Fahrenheit and Centigrade Scales</i> ... | 2 |
| <i>Clinical Thermometer</i> ... | 1 |
| <i>Note.—The work and lives of Scientists in connection with topics concerning them should be mentioned. Special attention should be drawn to the lives and work of Indian Scientists.</i> | |

General Mathematics

(1) OBJECTIVES.

The aims of learning Mathematics in the Secondary Course are:—

- (1) To develop abilities and skills in handling life situations involving mathematical concepts.
- (2) To improve speed, accuracy and neatness in mathematical work, and
- (3) To develop in the students the capacity to analyse and solve problems.

(2) GENERAL NOTE.

A. The approach to the subject should be—

- (1) By concrete situations and pupils' experiences ;
 - (2) By the method of "Learning by doing" ;
 - (3) By providing graded drill, suitable problems and tests, adequately ;
 - (4) By reviews and revisions at suitable stages ;
 - (5) Through easy problems and common situations ;
 - (6) By practical work before topic study, generally ;
- and
- (7) By simple problems done at appropriate stages.

B. (1) Learning should not be confined to the text-books but suitably enlarged by utilising the variety of situations that arise from time to time, such as in educational activities connected with crafts, garden work, excursions, games, etc.

(2) Adequate use of teaching aids and materials should be made.

(3) The practical activities suggested should be conducted as part of the syllabus. The items are the minimum and may be enlarged or improved upon. Even when no suggestion is made the feasible practical activity may be introduced by the teacher.

Arithmetic.

1. Measurements of length, area, volume, weight, time and money. Conversion, wherever possible, of the measures from one system to the other.

(British and Metric systems of lengths. British, Metric and Indian systems of weights and money).

2. Revision of Fractions and Decimals.

Approximation—results correct to a given number of decimal places and to a given number of significant figures.

3. Ratio, Proportion and Partnership.

4. Percentage—Increase or decrease per cent. Percentage error. Percentage of ingredients in a mixture. Discount and commission. Profit and Loss per cent.

5. Maintenance of Accounts and Family Budget.

Algebra.

1. Algebra as generalized Arithmetic—Generalized statements and simple formulæ. Numerical values of Formulæ and algebraic expressions.

2. Easy equations and problems.
3. Elementary operations including simple fractions with simple single denominators.

$$(e.g.) \frac{a}{b}, \frac{ac^2}{l^2m^2} \times \frac{31m}{ac}, \frac{2-3}{w} + \frac{4}{w^2} \text{ etc.}$$

(Addition, Subtraction, Multiplication and Division of expressions involving more than one term are to be excluded at this stage).

4. Brackets and their uses.
5. Positive and Negative numbers.

Geometry.

1. Quadrilaterals and Polygons.

Construction of quadrilaterals. The interior angles of a regular polygon.

2. Parallelograms, rhombus, trapezium.

Rectangle and Square. Properties of parallelograms.

3. Area of squares, rectangles and trapezium.
4. Scale Drawing.

VI Crafts.

PREAMBLE.

The aim or object of education is to draw out the latent faculties and potentialities of a child and to develop him into a useful citizen of the country. The process of drawing out the faculties and the hidden talents of a child and developing him into a useful citizen can be done by imparting instruction through the head, heart and hand of a child. Education imparted should not be purely book centred but also be craft centred. Therefore to provide such a comprehensive pattern of education crafts have been provided in schools. In the integrated primary school course of seven years a basic craft has been provided in the curriculum of studies, through which craft much of the instruction has to be imparted.

In the higher Secondary and Multi-purpose High Schools crafts have been introduced under the compulsory 'A' group subjects to provide opportunities to children to develop their skills. The children may develop their skills in the crafts which they had taken in the primary course or in any other crafts provided in the school, suited to the locality and familiar to the pupils. Therefore the crafts

provided in the Higher Secondary Schools will be, as far as possible, the advanced courses of the crafts practised in the primary schools of the area. It is desirable that the Higher Secondary Schools introduce more than one craft though it is presumed that the pupil will take any one of the crafts in the VIII standard and continue the same in the higher class.

The purpose of introducing compulsory crafts in the Higher Secondary Schools is not to make the children vocationally efficient but only to make them vocationally minded and to develop the latent abilities of the children. It may not be possible to make the children vocationally efficient in the five periods of craft instruction in the VIII standard and in the two periods of instruction in the standards IX to XI. The subjects provided under electives or the diversified courses of study are meant to make the pupils vocationally efficient. A pupil is at liberty to take a compulsory craft related to the optional group which is studied by him to make him vocationally more efficient. The compulsory crafts are meant to afford opportunities to children to use their hands in conjunction with their head or mental powers in order to develop their practical skill and to bring out their latent mechanical or vocational aptitude. Ability to handle a tool efficiently will instil confidence in a child in the use of his mental powers; for, ability to use a tool or to work out a theorem in Mathematics is motivated by the same mental process.

Crafts will also provide some relaxation to the children from purely mental work, besides developing their skill and aptitudes. Therefore a study of crafts under compulsory 'A' group of subjects is a step in the right direction.

Detailed syllabuses for the following crafts are given below :—

- (1) Hand Spinning and Weaving
- (2) Wood work
- (3) Tailoring
- (4) Blacksmithy
- (5) Fitters
- (6) Book-binding and Printing
- (7) Clay modelling and *Papier Mache* work
- (8) Sheet Metal
- (9) Laundry
- (10) Photography
- (11) Leather work
- (12) Electrical wireman
- (13) Foundry
- (14) Pattern making

- (15) Sugarcane
- (16) Cotton
- (17) Coconut cultivation
- (18) Coffee cultivation
- (19) Horticulture
- (20) Care of Farm animals
- (21) Tailoring, Needle work and Embroidery

In addition to the above crafts the following crafts may also be introduced in schools:—

- (1) House building
- (2) Soap making and cosmetics
- (3) Chalk making and plaster work
- (4) Rattan work, bamboo work, mat-making and basket making.
- (5) Coir work, mats, ropes, rugs.
- (6) Block and rubber stamp making
- (7) Pisciculture
- (8) Sandal wood carving and ivory work
- (9) Pottery and ceramics
- (10) Oil pressing
- (11) Dyeing and Printing (Cloth)

GENERAL REMARKS.

1. The above list is not exhaustive. The local resources and talents have to be pooled together to establish such other crafts as would be conducive in the interests of the locality.

2. In all craft work productive side should be kept in view. This will help the development of the craft considerably.

3. The assessment of the attainments in crafts should be based on the cumulative record of his craft work maintained from day to day together with the marks obtained by the pupils in the annual internal examinations. In the examinations the theory portion should receive as much emphasis as to make practical work more intelligent and effective.

4. Wherever industrial concerns and business houses are situated in close proximity to schools a liaison between those institutions and the department may be created so that children may be trained in those crafts and industries effectively.

5. Central craft institutes may be started in one or two suitable places to train craft instructors and to give refresher courses or training to craft instructors who have already got themselves trained. These institutes should

supply the required equipment, instructions, etc., to schools for teaching crafts efficiently in schools. These institutes should guide the schools in procuring necessary equipment, guide books or handbooks, etc., for the teaching of crafts.

1 Spinning and Weaving (Craft Course).

Theory—50 periods.

Practical—110 periods.

Study of cotton varieties with different staple length and strength. Ginning by hand and by roller gin.

Cultivation of cotton with reference to the climatic condition, soil, etc. Carding cotton and preparation of slivers

Appliances used for carding cotton. Objects of carding cotton. Spinning yarn by thakli Charaka.

Appliances for Spinning Twist applied to yarns. Strength uniformity of spun yarns. Preparation of hanks according to standard measurements.

Table of weights and measurements. Counting system of cotton yarns. Folding of yarns in doubling machines.

Different objects of folding the yarns. Calculations involved in this. Practice in Bobbins, winding, warping.

Names of all the appliances used for preliminary operations and the names and functions of the parts of a loom and different other appliances. Drawing the ends in the healds and reeds. Pirn winding, weaving (plain).

Attainment.

| | | |
|-----------------------|-----|---------------------------------------|
| Speed in Spinning | ... | 200 rounds per hour |
| Counts of yarn | ... | 20's |
| Strength and Evenness | ... | 75 per cent |
| Speed in Weaving | ... | 12 inches per hour. 3 yards of cloth. |

2. Wood Work (Craft Course).

General drawing, Arithmetic, safety precautions and elementary first aid.

Study of tools and their uses, study of timber, their names, description, identification, properties and uses.

Market form of timber and terms.

Study of joining materials, varnishing, waxing and polishing.

Sharpening of tools, planing, sawing and chiselling, Joints. (Mortise and tenon and lap).

Preparing rulers and seat planks.

3. Tailoring (Craft).

Theory

Materials used for all jobs and quality and quantity required for each according to the width of the cloth.

Methods of taking measurements, drafting diagrams for underwears.

Study of sewing machines and their parts with tools.

Practice

Fixing of the parts of simple blouses, shirts.

Cutting models in card board or paper for the above models.

Stitching of underwears.

4 Blacksmithy (Craft).

Drawing, arithmetic and safety precautions and elementary first aid.

Study of forges, construction, operation and maintenance.

Arranging air supply by hand bellows and blower.

Study of fuel, lighting and management of fire.

Study of smith's tools—name, description, uses and care, etc.

Lighting and management of fire.

Cutting, drawing and bending articles to given size.

Simple forging of articles like taper and wedge.

5. Fitters Craft.

Drawing, arithmetic and safety precaution and elementary first-aid.

Properties of ferrous and non-ferrous metals.

Study of common hand tools. Their description, materials from which made and uses.

Study of measuring instruments.

Exercise on sawing, chipping and grinding. Filing of surface and grue and keyways. Making of jobs to dimensions using ruler and calipers.

6. Printing and Book-Binding (Craft).

- 1 Sizes and quality of paper, boards and books.
- 2 Glue paste and use.
- 3 Folding and re-folding.
- 4 Preparation of files.
- 5 End papers, their use, various styles, and how to make them.
- 6 Preparing for sewing, the methods of sewing and marking up different styles of sewing.
- 7 Preparation of boards, glueing up, backing and pressing
- 8 Tools and materials required for forwarding letterpress work.
- 9 Composing—Theory and Practice.
- 10 Printing—Theory and Practice.

7. Clay Modelling (Craft).

- 1 Collection of different varieties of clay.
- 2 Measuring and mixing different materials to make the working clay.
- 3 Making balls, beads, tablets, etc., of basic or elementary shapes of different sizes.
- 4 Making designs with balls, beads, etc., so made.
- 5 Cutting paper patterns and making drawings for them.
- 6 Use of scale.
- 7 Recognition of the physical properties of clay : colour, smell, texture, plasticity, etc.
- 8 Coiled pottery—making small pots of simple shapes, like cups, saucers, mugs, jars, etc., the sides of which are upright or nearly so.
- 9 Hand-drawn pottery—making small pots of simple shapes like shallow bowls, saucers, egg-cups, etc.
- 10 Making sun-dried bricks and constructing a toy wind-house with them.

8. Sheet Metal (Craft).

| <i>Theory</i> | <i>Practical</i> |
|---|--------------------------------|
| Study of kinds and gauges of sheet metal. | Cutting, Marking various sheet |
| Study of soldering and their uses. | metals for all |
| Study of hand tools. Drawings for ob | types of joints- |
| and making templates: | Soldering of joints. |

9. Leather Work (Craft Courses).

- (a) *Theory*.—
Leather works in India.
- (b) *Practical*.—
Making of proper templates.

10. Photography (Craft Course).

- Brief history of development Photography.
- Principal types and sizes of still cameras.—
 - Pinhole camera
 - Box camera
 - Folding camera
 - Reflex camera
 - Roll film and Plate cameras
 - Miniature cameras
 - Range finder type cameras
 - Studio and field cameras, etc.
- Camera Lenses and shutters.
- Elementary factors about how to use a camera.
- Light and colour; colour filters and their use in photography.
- Films and plates: ordinary, ortuo and panchromatic, Emulsions.
- Dark room equipment and arrangement.
- Developing films and plates.
- Making contact prints.

11. Electric Wireman (Craft Course).

| | | |
|-----------------------------|-----|---|
| No. of periods per week | ... | 4 |
| No. of periods in a year of | ... | 30 |
| working weeks | ... | 120 |
| Duration of the course | ... | 4 years (9th, 10th, 11th & 12th years). |

Theory : —One period per week

Practice :—Three periods per week.

Theory :—Elementary electricity—terms and definitions. Electrical units, measuring and testing instruments, Voltmeter, Ammeter, Wattmeter and Kilo-watt-meter, Megger. Use, care and maintenance of instruments. Ohm's law and its application.

Practical :—Cable splitting, jointing bare and insulated wires and cables. Making joints of different types. Soldering joints. Fixing cable lugs.

12. Foundry (Craft Course).

(a) *Theory* :—Composition of sand.

(b) *Practical* :—1. Seaming and mixing mud.
2. Levelling.

13. Pattern Making (Craft Course).

Same as Carpentry or wood work.

14. Sugarcane (Craft Course).

I. GENERAL.

Place of Sugar in human diet.

Consumption of Sugar in different countries and States in Indian Union.

Sugar and Jaggery as Commercial Products.

Sugar yielding plants and their relative commercial importance.

II. SUGARCANE.

Sugarcane, its origin, spread and area and production in different countries, in various States of Indian Union and in different Districts of Mysore State.

Importance of Sugarcane as a Crop yielding various Commercial products—such as Sugar, Jaggery, Molasses for alcohol, Wax, etc.

III. SUGARCANE CULTURE.

- (1) Botany of Sugarcane, Sugarcane Breeding, Varieties of Sugarcane.
- (2) Soil and Climatic requirements.
- (3) Preparation and lay-out of land.
- (4) Manurial requirements and manuring schedule for different tracts.
- (5) Irrigation requirements of Sugarcane, methods of layout of land for application of irrigation water.
- (6) Implements and tools required in Sugarcane growing and their uses.
- (7) Selection of Seed material and Planting.
- (8) Control of Pests and diseases.
- (9) Harvesting and marketing of Cane.
- (10) Ratooning of Sugarcane and its cultivation.

IV. PREPARATION OF JAGGERY.

Planning for preparing Jaggery.

- (i) *Crushing* :—Different kinds of crushers, testing the efficiency of crushers.
- (ii) *Furnaces and boiling pans* :—Different kinds and their efficiency and fuel requirements.
- (iii) *Aleman tools and their uses.*
- (iv) *Jaggery boiling* :—Time required for striking the pan, clarificants used and their properties. Grading of Jaggery. Storage and marketing of Jaggery. Factors affecting the quality and yield of Jaggery. Sanitation required in Jaggery preparation. Production of Cream Jaggery and Khandsari and their economics.

V. MANUFACTURE OF SUGAR.

Planning for regular supply of quality cane to Factories. Carting and Weighing.

- (i) *Crushing* :—Study of complete process of manufacturing Sugar from cane. Different kinds of raw material used for making Sugar.
- (ii) *Sugarcane mills* :—Their important component parts.
- (iii) *Boilers* :—Use of bagasse as fuel. Juice clarification and boiling and various processes involved in it.
- (iv) *Control Laboratory and its functions* :—Various determinations made in such a Laboratory including analysis of Sugarcane and its Juice.
- (v) *By-products of Sugar making and their utility.*
- (vi) *Grades of Sugar* :—Marketing of Sugar.

VI. DEPARTMENTAL ORGANISATION.

Organisation for Sugarcane Research and Development in the State.

The above course is meant for 4 years from VIII to XI Standards. Practical Training in the craft may be arranged in the nearest Sugarcane Farms, Research Stations and Factories.

15. Cotton (Craft Course).

I. GENERAL.

Importance of Cotton to mankind, other fibre yielding crops and their relative commercial importance. Its origin and spread. Area and production of Cotton in various countries, in different States of Indian Union, in different Districts of Mysore State.

Importance of Cotton as an Economic Crop :

II. BOTANY OF COTTON.

Breeding of Cotton.—Methods employed to evolve improved varieties—varieties of cotton.

III. CULTIVATION OF COTTON.

- (1) Soil and Climatic requirements.
- (2) Preparatory tillage including all the operations such as ploughing, clod crushing, levelling, harrowing, etc.
- (3) *Manurial requirements* :—Methods and time of application of manures and fertilisers.
- (4) Irrigation requirements wherever necessary. Methods of layout of land for application of Irrigation water.
- (5) Study of various Implements and tools used in growing Cotton and their uses.
- (6) *Selection of seed* :—Sowing of Cotton—Methods of sowing, spacing.
- (7) Control of Pests and Diseases.
- (8) *Picking of Cotton* :—method—Time of picking and Storing of Cotton.
- (9) *Marketing* :—Methods of Marketing, Grading and Storing.
- (10) *Ginning and Pressing of Cotton* :—Methods of Ginning Cotton.
- (11) *Spinning and Weaving*—Different methods of :—Carding, Slivering, Spinning and Weaving by hand and Machines.

PRACTICAL.

(1) Actual growing of Cotton in the School Garden or Farm and doing all the operations.

(2) Observation of the growth of Cotton from time to time.

(3) Cleaning, Ginning, Carding, Slivering, Spinning by hand or hand tools only.

The above course is meant for 4 years from VIII to XI Standards.

16. Coconut Cultivation (Craft Course).

General idea about coconut garden—Management and layout of a garden.

Site selection—Soil, climate, irrigation and drainage.

17. Coffee (Craft Course).

Introduction.—Importance of coffee in India—Origin and distribution of coffee—Increase in the State, India and the World—Important coffee-growing areas in the State—Botany of the plant and varieties—important varieties grown in the State and their characteristics—Soils suited for coffee cultivation—climate—rainfall—temperature—humidity, etc.

Selection of Site.—The slope of the land—clearing the jungle—whether clear felling or leaving trees here and there—advantages and disadvantages of the same—planting temporary shade plants—digging pits—distance between pits and between rows—applying manure and its dosage.

Raising a nursery.—The type of nursery required—location of the site—preparation of land—manuring—disinfecting the nursery against white ants—selection of seed material—planting seeds in the nursery—distance between seed to seed in the row and distance between rows—germination—bale plants—basket plants—advantages and disadvantages of both the types of plants—shade for the nursery—watering the nursery—planting seedlings—planting of permanent shade plants—digging—manuring—weeding—hutting—removing grass—mulching with dry leaves—swabbing—forming roads and paths—opening catch pits—desuckening—centering—debudding—borer tracing—shade regulation and lopping—blossoming—picking—collecting—gleaning.

Curing.—Pulping—drying—bagging—disposal pests and diseases of coffee.

Trade.—Import and Export.

Visiting nearby estates and research stations should be undertaken. (Syllabus from VIII to XI Standards).

18. Horticulture (Craft Course).

VEGETABLE AND ORNAMENTAL GARDENING.

Kitchen Gardening.

1 Importance of vegetables in daily diet, amount consumed at present and the minimum quantity required.

2 Facilities required for growing vegetables.—

(i) Fencing and layout of the land.

(ii) Soil, its formation, constituents and types.

(iii) Importance of silt and sand. Manure—sources of supply. Farm yard manure, compost, night soil, leaf mould, urine and method of their preservation.

(iv) Fertilizer—Sources and supply of various kinds of fertilizers. Dosage, method and time of application.

(v) Garden tools and their use.

(vi) Seeds, sources and supply. Method of storage. Good seeds and its characteristics : Germination and requirements.

(vii) Seed beds, nursery, care of nursery, transplanting.

(viii) Water and plant growth—sources of water supply. Dosage, time and method of application.

Layout of land for irrigation.

3 Growing of vegetable crops:—

(i) Crop growing seasons and their characteristics.

(ii) Classification of vegetable crops—root, leaf, stem and fruit.

(iii) Soil and climatic requirements for important garden crops.

(iv) Cultivation—Daily requirement from preparation of land to harvesting of vegetable crops in different seasons suited to local conditions.

(v) Control measures against pests and diseases of crops—Preparation and use of various insecticides and fungicides.

(vi) Planning for regular supply of vegetables ; Harvesting ; and Marketing.

ORNAMENTAL GARDENING.

Its importance in life—Indication of the standard of civilization.

Define.—Flowering and foliage plants.

Important Flowering Plants :

Annuals—with common examples—asters, phlox, zinnia cosmos, chrysanthemum, lillies, marigold.

Perennials—*Tabernum montana*, *nerium*, roses, champak dombeya, hibiscus, ixora, etc.

Flowering creepers. — *Bougainvilleas*, jasmine, antigonon, etc.

Cultivation.—Sowing of seeds in beds, watering, care of the tender plants, planting out, etc., liquid manuring.

Lawns.—Preparation and maintenance.

Hedges.—Purpose, plants suitable, maintenance.

Requirements for establishing the garden : Enclosure ; water ; sand ; leaf mould ; pots of different sizes, etc.

Pests and diseases and their prevention and control.

Table decoration. (Syllabus from VIII to XI Standard).

19. Care of Farm Animals (Craft Course).

(Including Dairying, Poultry, Sheep, Goat and Pig Husbandry.)

A clear knowledge of Anatomy and Physiology of Farm animals including Poultry.

Craft Allied to Home Science.

INTRODUCTION.

Home Science Education in the High School aims at creating for the girl the opportunities to learn through theory and practice the essentials of home life. All girls at some stage or other have to deal with the home and with advancing theories and modern improvements which go to make for better living, so it is necessary that those taking the subject as their optional be initiated in up-to-date methods.

The syllabus drawn in Home Science deals with Indian Conditions and the knowledge imparted by the subject is practicable in the average Indian Home.

In the new scheme of Education Home Science is planned to be taught as a part of Humanities occupying one-third of the course. Students who co-opt for the subject are entitled to take the Humanities group in the University in such places where Home Science is not yet part of the University Course of Studies. It also forms a complete optional in itself and can be taken by students who wish to pursue the subject as a profession or as an accomplishment towards being successful home-makers. It is therefore desirable that this subject be taught in as many Girls' Colleges as possible.

The courses deal with the essential problems of every day life in the home, *i.e.*, Home Management, Food, Textiles and clothing and Maternity, Child Care and Home nursing. These topics, it is planned, should be taught both theoretically as well as practically giving the girl full opportunity for practical work.

By way of Crafts in Girls' Schools several crafts prove of absorbing interest to girls. Some of them are as follows—Rattan work, mat and basket weaving, leather work, paper and card board work, flower making, poultry rearing and bee-keeping. It is however felt that needle work, tailoring and embroidery are important subjects for every girl and it is desirable that they be made compulsory in all Girls' Schools with an examination in the subjects at the end of each year.

It is therefore essential that of the four periods allotted for teaching crafts in Girls' School, two periods should be set apart for teaching needle work, tailoring and embroidery as a compulsory subject.

In the higher primary classes domestic science is taught as an optional subject. This is not enough as only those who co-opt for the subject would get instruction in it. It is considered necessary to make the subject a compulsory one so that every girl gets an elementary knowledge in the higher primary classes as no Home Science is taught except as an optional in the High School.

20. 'Laundry' as a Craft.

- 1 Elementary knowledge of the different kinds of fabrics and their reaction to washing.

| | | | |
|--|-----|---|---|
| (a) Animal fabrics | ... | } | Their reaction to temperature of water and ironing. |
| (b) Vegetable fabrics | ... | | |
| (c) Synthetic fabrics (Rayons, Nylons, Chiffons, Art Silks). | | | |

Practical work.—

- 2 Opportunity for each student to analyse the various fabrics by microscopic examination and by the various tests applied.

3 Washing of cotton articles.—

Sheets, table-cloths, curtains, towels, white and coloured materials, emphasis being laid on the different treatments given.

Process to be adopted in Laundry.—

- (a) Sorting, mending, marking.
- (b) Washing, boiling, blueing, starching (cold and hot starch), pressing.

21. Tailoring, Needle Work and Embroidery

2 periods of the 4-Craft periods to be made compulsory in all Girls' Schools.

Theory and technique.—

1. To measure and record direct measurement.
2. To use direct measurement while drafting a garment.
3. To draft to scale in needle work record books.

Practicals.—

- (a) To draft, make paper patterns and cut out on cloth and stitch two of the following garments (one of which should be made of flannel).
 - (i) Chemise.
 - (ii) Sleeveless vests.
 - (iii) Wrappers—Loose upper garment with full back opening.
 - (iv) Coatie.
- (b) Stitch baby napkins and pillow cases and embroider the latter.
- (c) Make use of the following embroidery stitches on garments—button hole, Herring-bone, Stem stitch and feather stitch.
- (d) Knit a small bag.

N.B.—Those who take this subject as a complete craft of 4 periods a week will in addition to the above work, cut:

- (i) Magyar banyan.
- (ii) Yoke frock.
- (iii) Crochet simple lace.

VII. Physical Education.

Introduction.—Physical Education has been defined as that aspect of Physical Education in which physical activities form the basis. In short it can be defined as the Development of the personality of the child through carefully chosen, effectively administered and properly conducted Physical activities. This is Education of the body and Education through the body. While the child is (participating in) undergoing this Programme of activities under efficient leadership, health comes as a by product and physical fitness results. Sportsmanship in its comprehensive sense becomes the outcome of these activities. Team spirit, obedience of rules, discipline, co-operation, social contacts, development of self-confidence, are some of the goods that come out of such co-ordinated activities. It is now an accepted fact that Physical Education is a combination of the process of Education in class room, out on the playground and the athletic field so that the sum total may be an efficient Citizen, physically and vitally strong, organically sound and fit, mentally alert and active, an excellent character capable of performing satisfactorily the social, vocational and moral obligations incumbent upon citizens.

Physical Education is narrowly understood to be either formal Physical Jerks and drills or games and Sports. There is now no place for a drill master, he should be replaced by a man with an understanding of human nature, having power and ability to set his pupils the correct example in everything that he calls upon the pupils to undertake. He must have knowledge of the profession and must have determination and intensity of purpose.

The Syllabus is prepared to help the teacher in Physical Education to put through a graded course on Physical Education with the main object of the "Development of the personality of the child" in view. It is indeed very difficult to prepare one standard syllabus that would be applicable to all the Institutions because of the varying conditions of the available facilities in the form of playgrounds, equipment, teaching staff and number of periods allotted for this subject. While we do not believe in a rigid and water tight set plan of work that leaves no scope for the initiative and originality of the leader we feel that a well thought out syllabus sufficiently elastic will form a good basis for teacher to carry on their day to day work. It is with this object in view that this sub-committee has laid down the following for acceptance.

The following activities be included in the Syllabus of Physical Education for Boys and Girls in the Secondary Schools to achieve the aim of Physical Education.—

- (1) Marching.
- (2) Developmental activities
- (3) Indigenous exercises
- (4) Yoga asana exercises (Optional)
- (5) Competitive games of low organisation (Elementary and Lead up).
- (6) Intra mural, Inter School activities
- (7) Development of fundamental skills in games athletics, etc.
- (8) Rhythmic activities
- (9) Set drills
- (10) Stunts, tumbling and Pyramid building activities.
- (11) Individual and standard efficiency tests
- (12) Combatives (wrestling—boxing, etc.)
- (13) Aquatics (Optional)

The Specific objective of the above Group activities are as under.—

1. *Marching*.—Erect Body Carriage, response to commands, obedience, discipline, Rhythm—Group sense and orderliness.

2. *Development activities*.—Agility strength, endurance, muscle tone, self-control, determination, Physical fitness—all round body development.

3. *Indigenous Exercises*.—Same as above except that these exercises are of the vigorous type and should not be overdone in the beginning (These Exercises being of a traditional type and national origin, they have a definite appeal to the pupils).

4. *Yoga Asana Exercises*.—(Optional) being conditioning Exercises in developing good posture and muscle tone.

Note :—Yogic Asana Exercises for all standards are to be taught only if the instructor is specially qualified to teach them and facilities are adequate.

5. *Competitive games of Low Organization* (Elementary and Lead Up Games) Recreation, Organic growth, obedience to rules, discipline of the self for the group or team physical alertness.

6. *Intra-mural, Inter House, Inter School activities*, team spirit, loyalty, sense of responsibility, courage and perseverance.

7. *Development of Fundamental Skill in games and Athletics.*—Proper appreciation of the elementary skills, correct play and fine performance, deep satisfaction of good effort with minimum effort in athletics and games, etc.

8. *Rhythmic activities.*—Rhythm, grace, expression, æsthetics, National appeal, stimulating social contacts, group work, cultural values.

9. *Set Drills.*—Variety, use of light apparatus, precision, group work.

10. Stunts, tumbling and pyramid building, etc. Posture alertness grit, control, balance, agility, courage, team work.

11. *Individual and standard tests.*—Tests of individual skill and performance incentive for training and better performance.

12. *Combatives.*—(Wrestling, boxing, etc. Skill, strength, self-defence, courage and social well being.

13. *Acquatics.*—Skill, endurance, poise, courage, social well being, group work.

Major games and athletics are not included here as they are to be provided after school hours.

It is desirable that the teacher in Physical Education always has in mind the specific objective of Physical Education.

The fundamental basis that for even 250 students on rolls there should be one Physical Education teacher and one Graduate Diploma holder in Physical Education for 750 on rolls should be rigidly enforced.

In the Curriculum about 150 periods per year are contemplated under Physical Education—including Social service, manual labour, School Broadcasts, etc. It is urged that out of these 150 periods, a maximum of 50 periods only be provided for social service. Manual labour, etc. and a minimum of 100 periods be set apart for physical activities—distributed over most convenient eight months of the school academic year. On this basis 3 periods per week per class can conveniently be arranged for 32 weeks (8 months). It is considered both necessary and useful to follow a lesson plan each week (3 periods) so that the students may secure optimum benefit and enjoyment out of the activities. Bearing in mind the several variable factors such as grounds, equipment, leadership, etc., that influence a programme of physical activities, each lesson plan is made as elastic as possible with several alternative activities under different sections of a day's lesson plan. It is hoped that the teacher of Physical Education in schools will have no difficulty in adhering to the lesson plan generally—while having the

privilege of exercising his initiative and discretion regarding the actual activity for the occasion.

Every School must possess the following Minimum Equipment.

| | | | |
|----|------------------------------------|-----|--|
| 1 | Foot balls | ... | 6 |
| 2 | Volley balls | ... | 6 |
| 3 | Basket balls | ... | 6 |
| 4 | Clubs | ... | 40 pairs |
| 5 | Wands | ... | 4 dozen |
| 6 | Dumbbells | ... | 40 pairs |
| 7 | Lazmas | ... | 4 dozen |
| 8 | Scarfs (5 colours) | ... | 1 dozen in each colour |
| 9 | Stop watch | ... | 2 (One Stop watch and one Stop and Go watch) |
| 10 | Tapes—10 feet | ... | One |
| | 50 feet | ... | One |
| 11 | Jumping uprights | ... | One set |
| 12 | Hurdles (Optional) | ... | 2 dozen |
| 13 | Disc (Youth size) | ... | 3 |
| 14 | Shot do | ... | 3 (12 and 10 and 8 lbs.) |
| 15 | Tumbling mats | ... | 6 |
| 16 | Toe Boards and Take off Boards. | } | 2 |
| 17 | Juv lines | .. | 6 (Youths size) |
| 18 | Batons (Relay) | ... | 12 |
| 19 | Whistles | ... | 6 |
| 20 | School colour flags | ... | 2 dozen |
| 21 | Softball Equipment | ... | 2 sets (Optional) |
| 22 | Kho-Kho posts | ... | 4 |
| 23 | Badminton (Optional) | ... | ... |
| 24 | Tennikoit | ... | 6 sets |
| 25 | Book of Rules and Games... | ... | 3 copies |
| 26 | Gymnastic apparatus.— | | |
| | One set parallel bars (Optional) | | |
| | One set horizontal bars (Optional) | | |
| | One set Roman Rings | " | |
| | One malkamba | " | |
| | One Trapeze (Optional) | | |
| | One Wooden Horse (Optional) | | |
| 27 | Skipping ropes | ... | 4 dozen |
| 28 | Kolu for Kolattam | .. | 4 dozen pairs |
| 29 | Band set | ... | One complete set |
| 30 | Lathies | ... | 4 dozen |
| 31 | Hole Drill | ... | 1 dozen |
| 32 | Weighing machine | ... | One |
| 33 | Cricket | ... | 2 dozen |

I Term.

I. Marching—Repeat work of previous classes.

- (1) Change from quick time to double time in marching and *vice versa*.
- (2) Halt at the double time march.

II. Body Building Exercises of the free—arm type :

- (1) (i) Arms forward, upward raise and feet apart—Jump ;
(ii) Arms sideward, downward, sink and feet together—Jump ;
- (2) (i) Arms forward upward raise, and heels—raise
(ii) Arms forward, raise and knees full—bend ;
(iii) Same as (i) ;
(iv) Position ;
- (3) (i) Arms sideward raise, feet apart—Jump, and trunk to the left—twist ;
(ii) Turn to the right—Twist ;
(iii) Trunk forward—twist ;
(iv) Position ;
- (4) Starting position : Clasp hands in front.
(i) Raise left leg and thread it through the clasped arms.
(ii) Return to starting position—Alternate.

III. Indigenous Exercises :—

- (1) Standing baitak.
(i) Ordinary baitak—
(ii) Ordinary baitak placing left foot forward to the side or to the rear.
(iii) Ordinary baitak with left foot placed on and cross the right knee or *vice versa*.
- (2) Kneeling baitak—Repeat any previously learnt.
- (3) Stooping baitak—Baitak with both knees outside of left hand.

IV. Yogic asana exercises (Optional)—

- (1) Sarvangasana
- (2) Padhasthasana I.
- (3) Paschimottasana
- (4) Januirsana.

V. Group Games:—

(1) Non-Competitive Games:—

- (i) Chain tag
- (ii) Couple tag.
- (iii) Whip tag.
- (iv) Three deep.
- (v) Comic tag.
- (vi) Flying Dutchman.

(2) Team Relays:—

- (i) Ball-roll relay
- (ii) Tunnel ball
- (iii) Siamese twin relay
- (iv) Arch-ball

VI. Fundamental skills of games, athletics and lead-up activities.—

Repeat indigenous games as in Form II and add other games and athletic events as in Form II.—

- (i) Cricket: Teach grip and stance in batting.
- (ii) Soft ball: Running between bases.
- (iii) Athletics: Teach broad jump—
 - (a) Standing.
 - (b) Running.

VII. Rhythmic activities—Lexim.—

- (1) Mo-Miya.
- (2) Gaj-Bel.
- (3) Johar Chal.
- (4) Gol Chal.
- (5) Chakra Gol.
- (6) Gol Baitak.
- (7) Moot Milap²Ek.
- (8) Vajedar Baithak.
- (9) Sher Dhaj.
- (10) Putala.
- (11) Dast Pao.
- (12) Golshal Do.

VIII. Set drills—Pole drill (Buck).—

IX. Stunts, tumbling and pyramids.—

(1) Stunts:—

- (i) Balance touch.
- (ii) Lead feet.
- (iii) Strong arm hang.

(2) **Tumbling.**—(a) **Forward rolls.**—

- (i) Crossing legs.
- (ii) Arms at side horizontal.
- (iii) Using one foot only.

(b) **Dives.**—

- (i) For distance from stand.
- (ii) For distance from run.
- (iii) Diving through hoop.

*II Term.***I. Marching.**—Revise.**II. Body-building Exercises of the free-arm type.**

- (1) **Starting position :** Hands on shoulders—place ;
 - (i) Right knee bend and left leg backward—raise
 - (ii) Same as (i) ;
- (2) **Starting position :** Arms upward—bend ;
 - (i) Arms upward stretch, left leg forward place and right knee—bend ;
 - (ii) Position ;
- (3) (i) Arms forward, upward and heels—raise ;
 - (ii) Arms sideward and full—squat ;
 - (iii) Same as (i) ;
 - (iv) Position ;
- (4) (i) Arms upward bend and on toes—raise ;
 - (ii) Arms sideward stretch and knees full—bend ;
 - (iii) Same as (i) ;
 - (iv) Position ;

III. Indigenous Exercises—Dands.—

- (i) Ordinary dand.
- (ii) Scorpion dand.
- (iii) Alternate leg dand.

IV. Yogic asana Exercises (Optional).—

- (1) Halasana.
- (2) Sarvangasana.
- (3) Dhanur Vakrasana.

V. Group Games.—

(1) Non-Competitive games.—

- (i) Wandering Ball.
- (ii) Circle Chase.
- (iii) Signal Chase.
- (iv) Streets and Alleys.
- (v) Mount Tag.
- (vi) Touch.

(2) Team Relays.—

- (i) Double stick riding relay.
- (ii) All Up Indian club relay.
- (iii) Nondi relay.
- (iv) Lame duck relay.

VI. Fundamental skills of games, athletics and lead-up activities.—

Repeat indigenous games as in Form II and Select and add other Games and athletic skills as in Form II;—

- (i) Soft ball—play game, teaching the rules of the game;
- (ii) Cricket—Taking guard; bowling for length;
- (iii) Athletic—Revise crouch start and teach styles of finishing—practice Board Jump; Correct take off: Jump for height.

VII. Rhythmic activities.—

Gymnastic dance.—

Two lines facing each other and pupils paired off in twos.

First step—forward and back as in "A" (running step) to be done with partners.

- (1) (i) Left foot forward—step;
- (ii) Right foot forward—step;
- (iii) Left foot forward—step;
- (iv) Right foot near the left—bring;

(2) Back to position thus.—

- (i) Left foot backward—step;
 - (ii) Right foot backward—step;
 - (iii) Right foot to left foot—bring;
- Repeat (1) and (2).

(3) "Lead partner set and about turn" is the chorus of this Gymnastic dance.—

(a) Set—Both partners jump on right foot to right side (Jump high).

- (i) At the same time lift the left foot.
- (ii) Bring left foot to right foot.
- (iii) Jump on left—Lift the right foot.
- (iv) Bring right foot to left.

(b) Lead partner.—

- (i) Partners hold each others hands. The right man holds the left hand of his partner and they go four steps running obliquely to the right. They turn about and change their hands;
- (ii) Four running steps come back to original place: Repeat (i) and (ii) and set.
- (iii) About turn running step, four counts (each partner turning right about).
- (iv) Shoulder brushing: After chorus, the left man takes a right turn and goes four running steps forward. Takes a right about turn on fourth count and return to place. Right man takes a left turn on fourth count and returns to place. Repeat No. (iv)—Repeat chorus (iii).
- (v) Hooking arms—Partners hook right arms and go clockwise four steps. Then hook the left arms and go anti-clockwise four steps. Repeat (v)—Repeat chorus.

VIII. Set Drills—

Dumb bell drill (Baroda).

IX. Stunts, tumbling and pyramids.—

(1) Stunts.

- (i) Wand serpentine.
- (ii) The Kangaroo leap.
- (iii) The bear turn.
- (iv) Elbow dip.

(2) Tumbling.—

(a) Couple exercises.—

- (i) Leap frog—both backward roll;
 - (ii) Double roll backwards;
 - (iii) One squats low, two dives over, both roll.
- Repeat.

(b) Triples.—

- (i) Criss-cross roll;
- (ii) Roll, legs spread and dive through. (Triple Dive and Roll), (P. 280—Rogers : Stunts);
- (iii) Triple rolls : (Tortoise Roll).

III Term.

I and II Revise.

III. Indigenous exercises—Suryanamaskars (Asthangasana) 10 positions.

V. Yogic Asana Exercises (Optional).

- (1) Parsvatrikonasana.
- (2) Janukarunasana.

V. Group Games.—

(1) Non-competitive Games.—

- (i) Jump the Shot (variation).
- (ii) Midnight.
- (iii) Treasure hunt.
- (iv) Holding the line.
- (v) Guard the Treasure.
- (vi) Whirligig.

(2) Team Relays—

- (i) Caterpillar Relay.
- (ii) Low bridge Relay.
- (iii) Dodge ball.

VI. Fundamental Skills of Games, Athletics and lead-up activities—Revise—

- (i) Cricket—Defence play forward and back. Teach breaks, off-breaks, leg breaks.
- (ii) Athletics—Running broad jump, practice approach, take off and correct landing.

Running : Practise 50 and 100 metres in small groups.

VII. Rhythmic activities.—

Gymnastic dance No. 2 (School boy's frolic)—

(To be performed in couples and in circle formation).

(a) Partners hold hands and face each other. A. Outer circle; B. Inner.

(b) Gallop step is the common step for this.

(c) (i) Three gallop steps clockwise;

Fourth—feet together—jump. Follow in order with the stunts below, one after another,

- (ii) Return anti-clockwise to place—three counts.
Fourth count, feet together—place.

Repeat stunt.

- (iii) Repeat (ii).

- (iv) Repeat (i) thus coming to original place.

The stunts—

- (1) Clasping—

- (i) Clap thighs ;
- (ii) Clap one another's hands ;
- (iii) Like (i).
- (iv) Hold hands.

- (2) Jumping Jack—

- (i) Feet astride jump, arms sideward upward raise and clap hand overhead—
- (ii) Arms sink and feet together.
- (iii) Repeat (i).
- (iv) Feet together and hold hands.

- (3) Wrestling—

- (i) With a jump lunging forward B pushes A's right arm backward and A, B's right arm forward.
- (ii) A and B reverse the above and lunge on the opposite leg.
- (iii) Repeat (i).
- (iv) Feet together.

- (4) Seesaw—

- (i) A rises on heels and squats while B rises on heels as high as possible (both hold hands).
- (ii) B squats and A comes to standing position and raises heels.
- (iii) Repeat.
- (iv) A rises.

- (5) Churning—

- (i) B pushes A's left arm downward and lifts A's right arm overhead thereby.
- (ii) Making a turn round and himself turning round till they are back to back.
- (iii) B pushes A's left arm downward and lifts A's right arm upward thus.
- (iv) Making him turn round, himself doing the same so that they face one another once again.

(6) Hocking arms—Partners hook their right arms and with running step go round one another (8 counts) reaching the original position.

Whenever this stunt is repeated after the anti-clockwise gallop steps, the partners hold their left arms. For clockwise steps hook the right arms.

(7) Head pull—

- (i) B pulls forward A's head.
- (ii) B pushes backward A's head.
- (iii) A pulls forward B's head.
- (iv) A pushes backward B's head.

(8) Lifting—

- (i) B places his hands on A's shoulders while A holds B at the waist and lifts him up (B jumping upward himself).
- (ii) A places B down and B now lifts A as in (i). Repeat (i) and (ii).

(9) Slapping—

- (i) B rises his right arm as if to slap A (just missing to touch the cheek) while A claps his hands.
- (ii) A claps B (checking the arm before the hand touches the cheek).
- (iii) Repeat (i).
- (iv) A and B join hands.

The above series of stunts at the end of the clock and anti-clockwise gallop steps finishes the dance. At the end of this, the "Grand chain" is made where the step is "Skipping".

(i) A and B hold their right hands and skip forward with left arms extended to hold the next person's extended arm.

(A moves towards the inner circle. B moves towards the outer. A thus moves anti-clockwise and B clockwise. They wind in and out changing partners every time till they reach their original places).

(ii) Now B is on the outer circle and A is on the inner but facing different partners. They now hold the left extended arms of those in front of them with their own left hand.

They proceed forth and on this move they let go the left hands; hold the right hands. Never till they reach their places, should they leave hands.

Skipping should be done highly and freely.

VIII. Set drills—Double wand drill (Bombay).

IX. Stunts, tumbling and pyramids—

(1) Stunts—

- (i) Jump stick.
- (ii) Squat reach.
- (iii) Coin catch.

(2) Pyramids—Ten pyramids with 5 to 8 in each.

VII. *Rhythmic activities.*—

A. Lazim (as in Madras System).

B. *Lathi.*—(To be added to the Madras Syllabus). Revise Exercises given under Combative Activities of Standard VII.

- 1 Age Phalang.
- 2 Peeche Phalang.
- 3 Domukhi.
- 4 Namasthe EK.
- 5 Namasthe DO.
- 6 Jung Mosb.
- 7 Bagal Mosh.

C. *Girls.*—

- 1 Kollatam.
- 2 Zimma Phagudi.
- 3 Folk Dance.
- 4 Other local popular rhythmic activities.

VIII Fine Arts.

(a) Syllabus of Music and Dance.

(UNDER ARTS AND CRAFTS OR OTHER ACTIVITIES—

TWO PERIODS PER WEEK).

Dance and Music.

Aim : This is to find out and develop the general talent and aptitude of the students so that they can be allowed to take up dance or music as an optional subject in the subsequent diversified courses of the higher secondary classes

Syllabus in dance.—

- 1 Some fundamentals Elementary foot-work
- 2 One group dance
- 3 One Folk dance
- 4 One Theme dance

Syllabus: (A) Karnatak Music.—

- 1 Sarale Varase, Janti Varase, Alankara
- 2 Two Geetas of Purandara Dasa
- 3 Six simple songs
- 4 Four chorus songs
- 5 National Anthem

Syllabus: (B) Hindustani Music.—

- 1 Swara Saptaka, Alankara
- 2 Two bhajans
- 3 Six simple songs
- 4 Four chorus songs
- 5 National Anthem

NOTE.—Any one of these above three subjects may be taken by the students of Class VIII.

(b) Syllabus under Fine Art for Drawing and Painting.

INTRODUCTION.

It is necessary to teach Art (Drawing and Painting) throughout the seven years of Primary education in all Primary Schools. Provision for this has been made in the New Primary School Curriculum. The elementary experience and standard gained by the pupils are considered as the basis for preparing this Syllabus in Drawing and Painting for Standard VIII and upper classes.

VIII. Two periods per week may be required and availed for maintaining the continuity of teaching and for keeping pupils in touch with the subject and materials. Thus the following course of studies in Drawing and Painting have been framed on the basis of one and a half hours teaching in standard VIII.

(1) Composition (Imagination and Illustrative).—

(a) Pictorial Composition of the subjects given to or independently selected by pupils to be executed in water colours.

(b) Pictures based on stories, History, Geography and School activities to be rendered in pencil or colour.

(2) Art Appreciation.—

Elementary knowledge of the fundamentals of Art, such as theoretical approach to composition in relation to space, form, line, structure, proportion and colour.

Meaning of the following terms to be explained through comparative study of different art forms :—

(a) Design, (b) Proportion, (c) Repetition, (d) Harmony, (e) Balance, (f) Centre of Interest, (g) Texture, (h) Tone.

(3) Representational Drawing.—(a) Object Drawing :

Group of not more than three objects, good in form and colour to be finished in pencil or water colour.

(b) Nature Drawing :—

Sprays of leaves and other natural specimens such as feathers, stuffed birds, butterflies, vegetables, fruits, etc., to be rendered in water colour.

(c) Memory Drawing :

Familiar subjects—animate and inanimate—to be depicted by memory and in any medium.

(d) Free Hand Drawing :—

Drawing by freehand from diagrams, charts based on simple traditional ornaments to be finished in pencil or colour.

(4) Design.—

Designs based on geometrical and natural forms to be composed for some specific purpose and to be rendered in colours.

Geometrical constructions in relations to Designing and simple scale drawing and lettering to be taught.

